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ABSTRACT

This report presents the findings and recommendations of a study to determine the attitudes of taxpayers toward the performance of School District 4J in Eugene, Oregon. Data revealed that only 32 percent of the taxpayers considered the district schools to be meeting community needs. Since the constituent opinions toward appropriate school functions are so diverse, recommendations are made whereby the school district may provide alternatives within the existing financial structure. Such alternatives include more individualized education, year-round use of school facilities, and decentralization and communitization of the schools and of the district. The report also suggests using the learning center approach to community education with centers that would reflect a variety of philosophical outlooks and teaching methodologies and for which the community would provide the guidelines. (JF)

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TAXPAYERS WANT MORE ALTERNATIVES:

A report on the educational values and priorities of the populace of Eugene, Oregon school district 4J

June, 1971

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EA 003 849

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FORWARD

This report is also the first of a series of Monographs from the Consumer Rights Research Center of the University of Oregon. While it has been authored by young citizens who are also students, I recommend it.

The authors allege that a large minority of taxpayers in this community are not satisfied with the schools as they now seem to be -- monolithic and the same. The views of the taxpayers can only be seen as pluralistic, and they want their school system to reflect those differences.

The idea for this report originated from a course taught by me in the Winter and Spring at the University of Oregon. That course is a part of what I call Beachhead College. The course, entitled "Consumer Problems of the Poor" operated on the implicit assumption that students had something to say, and that given some freedom and time, they would say it. I am proud to say this report substantiates that belief.

Obviously the report is not the work of experts, nor does it purport to be. It is rather another indication that the progressive populist tradition in Oregon is not dead, that experts have not wrested all initiative from the people. And it is a sober examination of the District 4J predicament. I believe this report can and should have a profound impact upon District 4J policy.

Other major reports to be published within the next year include studies concerning:

- The Honesty and Competence of Auto Repairmen
- The Marketing and Finance of Higher Education in Oregon with Particular Reference to Grants and Loans to Indvviduals
- The Analmoly of Rising Advertising and Marketing Expenditures for Food and Accompanying Falling Nutrition Levels

The authors of these reports will likely include students in my classes, citizensvolunteers, and some participation from OSPIRG.

I welcome additional participation. Come join us.

John R. Wish,
Director, Consumer Rights Research Center

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BABYSITTER OR DEVELOPER OF THE INDIVIDUAL,
IS DISTRICT 4J FULFILLING ITS FUNCTION?

"These findings indicate that the educational philosophies of the community are very similar to the present district guidelines on philosophy of education . . . However, since only 32% of the community believes that the schools are meeting the needs of the community, it is clear that more than half ... believe that the schools are not living up to their stated purpose..."

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BASIC FUNDAMENTALS AND TOOLS FOR DEVELOPING
THE INDIVIDUAL

"The particular subject areas that people in the district thought were important for 13 through 16 year olds were reflected and complemented by the . . . purposes they wished their schools to serve. The subject areas indicated were also consistent with our finding of a great diversity of opinion within the district. . ."

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STRUCTURAL DIVERSITY WITHIN THE DISTRICT;
WHAT MAKES THE BEST LEARNING SITUATION?

"A majority of people in the 4J district agree about some major components of a good learning situation, although they have definite differences on others . . . 35% favor open learning situations, 55% traditional structure, 10% high discipline structure..."

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DISCONTENT WITHIN THE SCHOOL DISTRICT

"This data indicates that the district has big problems: it is not in effective communication with its community, and apparently isn't meeting the needs of the community. . ."

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"If the 4J school district sets up open learning alternatives with present monies it will probably have a slight majority in favor of it doing so. If the district were to tax the public in order to finance these alternatives, above what they are presently being taxed, less than one fourth of the population would favor such action. . ."

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DISTRICT 4J 46

"Our data has shown the school district to be out of touch and out of favor with many residents in its district. The district can go a long way in furthering communication and gaining support by implementing the following recommendations . . . No recommendation that we have included here would take more than a year to implement. . .

"If five years from now, the district hasn't done more serious overhauling of their organizational structure, if school populations are still determined by geographic boundaries, the 4J district will be in serious trouble, philosophically and financially . . ."

OPPORTUNITY CENTER 52

"If Opportunity Center takes the shape that its designers have laid out, it may become the vanguard of a new shape of public education. At the Opportunity Center, if all goes as planned, (and we wonder if it ever does), each student will have as much, and only as much structure as he needs, and the community will become very much a part of the schooling process. . ."

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PREFACE

"Nobody can find out how to fix the world -- the whole world's mixed up."

These are times of crisis. The 67-year-old retired railroad worker who made the pessimistic statement above lives in a weather-beaten gray house on the outskirts of Eugene. He worries about the FBI; he worries about the police, he worries about being Black. He worries about the road in front of his house that never had enough political fist to get paved; he worries about how well school prepared his grown children for the world; he worries about how he's going to pay the next property tax increase on his railroad pension checks. And he's glad he's not going to be around much longer "to see things git a lot worser than they are now."

These are times of crisis for school district 4J, too. There, tax referendums are being cut down like flies. Some people are irate about open campuses, about sex education, about prayer in the schools. Other people want open classes as well as open classrooms, more student self-direction, and are complaining about inflexible schools: the schools are getting it from all sides, across the nation and in Eugene. In Eugene hundreds of children and their parents have foresaken the public schools completely -- they've enrolled in the proliferating number of parochial and free schools in the area.

These are the times and problems from which this project arose. "Consumer Problems of the Poor," a University of Oregon course taught last winter by Dr. John Wish, of the department of Marketing, led into the formation of a group of people interested in discovering, developing, and applying educational

alternatives. The formation of this group led into a meeting with Mr. Don Menefee, director of Pupil Personnel Services for the 4J district. This led into an extensive research project: surveying the population of district 4J (those who have finished their formal education), to find their educational values and priorities. Mr. Menefee requested information to help Pupil Personnel to develop plans for the district's new experimental school, Opportunity Center, scheduled to open in September of this year. The project is reported in the pages following.

The retired railway worker's troubled world, our troubled world, won't be "fixed up" by a complaining citizen, an innovative teacher, an experimental school, $2.4 million for vocational shop facilities and extra classrooms[1], and certainly not by even a mindful report to the school board. It won't be fixed up unless the perspective of entire school systems, of future communities can be changed: that is what we recommend in this report. In addition to making specific recommendations, we have also constructed a model for the new systems of learning.

We have found that Eugene is a pluralistic community. And we hope that our report emphasizes the diversity enough that people on the school board and in administrative operations do see the need for redirecting the entire school system toward recognizing those individual differences. Recognizing those differences in curriculum, in methodology, in schools.

---

1 as recommended by the Lay Advisory Committee for Long Range Planning, April 12, 1971

OPPORTUNITY CENTER

- An Introduction -

The 4J school district is now in the process of setting up an alternative learning situation for 13 through 15 year-olds, "the Opportunity Center," under the direction of Mr. Menefee and Mr. Ralph Lind, director and assistant director of Pupil Personnel Services for the district.

Meetings are now being held weekly, and a six-week workshop will be held during the summer by the three teachers who will be teaching and running Opportunity Center. Parameters established to date for Opportunity Center dictate that it will be for between 50 and 75 eighth, ninth, and tenth grade students; that there will be three teachers, and two full-time teachers' aides, and as many volunteer aides as possible working with the School. Opportunity Center might be working closely with Canterbury Center, a community education referral service established in May by University of Oregon students, with cooperation of the Chamber of Commerce and the University's ESCAPE tutorial program.

All students for Opportunity Center will be selected by personal interviewing and screening, by the staff, in the fall, until a number "comfortable" for initial operation is reached. Students will be selected throughout the school year and will not necessarily spend the entire school year at Opportunity Center.

Teaching will be as individualized and as student centered as possible. Teachers presently plan to divide the Opportunity Center into several

learning/resource areas and a "quiet area." Students will be given as much freedom as the teachers feel they can handle; they hope that students will be able to handle greater and greater amounts.

Opportunity Center will be located in the basement of the old school district offices on the corner of 7th Avenue and Ferry Street, 275 E. 7th.

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SUMMARY OF FINDINGS

1. 70% of the respondents disagree that schools' primary function should be to keep students (13 through 16) off the streets and out of the job market; 13% were neutral, 17% agreed.

2. 80% of the respondents agreed that a primary function of schools should be to encourage the student to come to terms with himself, to create an integrated personality; 10% were neutral, 10% disagreed.

3. 76% of the respondents agreed that a school should teach a student (13 through 16) how to survive in this complex society; 18% were neutral, 6% disagreed.

4. 69% of the respondents agreed that some type of vocational education should be required; 12% were neutral, 19% disagreed.

5. 35% of the respondents favored open classes; 55% of the respondents favored traditionally structured classes; 10% favored high-discipline class structure.

6. 90% of the respondents agreed that schools should definitely be the places where students (13 through 16) can be creative, can talk about problems; 5% were neutral, 5% disagreed.

7. 85% of the respondents agreed that schools should encourage students to express themselves freely and be creative; 7% were neutral; 8% disagreed.

8. 65% of the respondents agreed that written evaluations should be used instead of grades for students (13 through 16); 15% were neutral; 20% disagreed.

9. 61% of the respondents agreed that rules for a school should emerge only from student-teacher-parent decision; 16% were neutral, 23% disagreed.

10. 45% of the respondents believed that the present school system is not meeting the needs of the community; 23% were neutral; 32% believed that it is meeting the needs of the community.

11. 19% of the respondents said that schools are too conservative; 16% said they are too liberal; 12% said the schools are wasting money; 15% said schools aren't changing with society.

12. 61% of the respondents agreed that year-round schools should be available; 11% were neutral; 28% disagreed.

13. 51% of the respondents believed that the public school system should set up openly structured schools.

14. 57% of the respondents felt that the public schools should fund openly structured schools. 31% said with present funds, 27% said with additional funds, if necessary.

SUMMARY OF CONCLUSIONS

1. There is much diversity among the residents of the 4J district concerning the best learning situation: environment, structure and organization.

2. Although the 4J district and the district community philosophies are similar, the people in the community are not satisfied with how the schools are applying those philosophies.

3. There is strong support in district 4J for decentralized control of schools.

4. The public is asking for more educational alternatives.

5. The 4J district residents are unaware of the educational alternatives open to them.

6. The primary concern of the people in district 4J is for the individual student: to allow maximum individual development and solution of problems.

7. Written evaluations are much favored by district residents over grades.

8. People in District 4J emphasize the importance of good teachers.

9. Philosophical and financial differences are the major sources of discontent within the 4J district community.

10. The 4J schools are not in effective communication with their community.

11. The 4J district community does not feel the present facilities are being used to their best and/or fullest capacity.

12. The community of district 4J will probably support the Opportunity Center.

13. Vocational skills (industrial and business) are stressed by the community.

SUMMARY OF RECOMMENDATIONS

Based on information obtained from our data, we recommend that the district 4J:

1. Publicize existing alternatives within the district schools and the means of access to those alternatives (section 8.2,A of Chapter 8 of district policy, allowing students to transfer schools regardless of geographic boundaries, in some cases). The district should also facilitate the use of existing alternatives by liberalizing the means by which students can transfer schools.

2. Publicize various alternatives within the district as part of a more comprehensive information program to all taxpayers.

3. Work harder at dissolving the geographic boundaries within the district.

4. Seriously consider funding of private schools presently offering alternatives not offered by the school district.

5. Give education in Eugene a more individualized, personalized focus by increasing availability of independent learning programs, eliminating grades in favor of written evaluations, and making schools more enjoyable for the student.

6. Publicize the recent changes in property tax and begin studying a means of taxation more equitable than property tax.

7. Move towards year-round schooling in Eugene.

8. Use the community as a classroom and teacher to a much greater extent than it is presently in those areas that so desire.

9. Decentralize schools: get parents, teachers and students into the main decision-making processes of the district.

10. Begin working on bringing about changes necessary in state laws and regulations necessary for implementation of these programs.

* * * *

A PROPOSAL FOR RECONSTRUCTING LEARNING IN EUGENE

We have also recommended that the district seriously study our proposal for the establishment of a learning center approach to community education. As proposed, this approach involves the establishment of learning centers, in buildings now used as schools, reflecting differences in educational and structural philosophy within the district. The parents, teachers and students involved in those schools would have direct control over the establishment of center guidelines.

SUMMARY OF PROCEDURES USED

1. Questionaire development. We spent two weeks writing five drafts of our questionaire. We tested the last two questionaires for effectiveness and clarity, with samples of 25 people (see page 8 for final questionaire.

2. Sampling selection. We numbered all of the blocks in the school district and then from a table of random numbers selected 100 of those blocks in the school district for our survey. After assigning blocks to interviewers, each interviewer selected three houses on each block, using a random table of numbers. The specific member of each household was selected by using a rotation table of sex/age characteristics.

3. Administering questionaire. After selecting the specific house and household member for each house, the interviewer continued returning until either three visits had not produced any results or until he had obtained a completed questionaire. Additional blocks and houses were selected for those people we were unable to contact.

4. Sample Size. Our original sample size was 300. We added another 28 due to vacant houses, etc. Our final number of completed interviews was 181. Statistical analysis shows a 95% confidence level of our data being accurate to 6-8%. This means that in 95 of 100 samples, our data would have a 6-8% error rate.

5. Analysing data. After collecting our data we analysed it, using University of Oregon computers to generate cross-correlations between variables and to statistically test our data.

DEFINITIONS USED IN THIS REPORT

TYPES OF SCHOOLS

Open structure, open learning situation, etc. These are schools in the first two categories of the last identification question on our questionaire. This includes schools with no classes, no requirements, completely individual self-direction. It also includes schools with some classes, where what to learn is pre-determined, where how to learn is left to the student, and with basic requirements.

Traditional structure. Those schools where there are primarily classes, what to learn is pre-determined, how to learn is pre-determined by teachers, there is opportunity for self-direction outside of classes, and there is individual choice of electives. This is the third category on our i.d. question.

High-discipline structure. Schools where all classes are required; where all self-direction takes place outside of school.

JOB TYPES

Blue Collar. Skilled and unskilled labor. Examples are truck drivers, plywood workers, construction workers, warehousemen, plummer, welder, etc.

White Collar. Writers, bookkeepers, nurses, foresters, salesmen, bank tellers, artists, designers, teachers, etc.

Managerial-professional. School principals, professors, business owners, lawyers, doctors, psychologists, etc.

AGE GROUPS

Younger people. Ages 18 - 34.
Middle aged people. Ages 35 - 49.
Older People. Ages 50 and over.

MISCELLANEOUS

Population of district 4J. All those people living within the district boundary lines who have completed their formal education.

Vocational skills. Shorthand, business training, typing, mechanics, woodworking, electrical-working, metal-working, etc.

Educational philosophy. The philosophical definition of the purpose of schools.

Structural philosophy. The definition of the best forms of classroom and operational structure and organization.

QUESTIONAIRE AND SURVEY RESULTS

IDENTIFICATION

Please circle the correct number for the following identification questions, or fill in the blank where appropriate.

Your own age: (n= 180)

1.	under 18	0%
2.	18-24	72%
3.	25-34	28%
4.	35-49	24%
5.	50-64	22%
6.	65 and over	13%

Sex: 1. Female 65%
2. Male 35% (n=180)

Education completed: (n=180)

1.	Less than two years of high school	10%
2.	Two years of high school	6%
3.	High School	54%
4.	Bachelor's degree	24%
5.	Advanced college dggree	6%

Do you have children: (n=177)

1. Yes 33% 0-12 yrs. 6% 13-16 yrs. 39% older
2. No 21%

Your occupation:

retired unemployed	16%
blue collar	25%
white collar	49%
managerial-professional	10%

Below are descriptions of four types of schools. The best school consists of: (n= 173)

3% 1. No classes; no requirements; completely individual self-direction.

32% 2. So e classes; what to learn is pre-determined; how to learn is left to self direction; basic requirements.

55% 3. Mostly classes; what to learn is pre-determined; how to learn is pre-determined by teachers; opportunity for self-direction outside of classes; irdividual choice of classes beyond basic requirements.

10% 4. All classes required; self-direction takes place outside of school.

PART A

Please indicate the degree to which you agree or disagree with the following statements by placing an "x" in the properly corresponding point on the scale.

THE FOLLOWING QUESTIONS REFER TO STUDENTS 13 THROUGH 16 YEARS OLD.

In the example below, the respondent has indicated that he or she agrees fairly strongly that a school should train a student for a job by putting an "x" in the second blank on the left.

Example: A school should train a student for a job.
strongly agree ___:_x_:___:___:___:___:___:___:strongly disagree

---

(7) Students do not know what is important to them. (n=176)
strongly agree 10%:20%: 9%: 23%:8%:16%:14% strongly disagree

(8) Schools should encourage students to express themselves freely and be creative.(n=179)
strongly agree 40%;32%:13%:7%:4%:2%:2%: strongly disagree

(9) A primary function of schools should be to encourage the student to come to terms with himself, to create an integrated personality. (n=176)
strongly agree 32%:32%:16%:10%:6%:1%:3% strongly disagree

(10)Rules for a school should emerge only from student-teacher-parent decision.(n=176)
strongly agree 24%:21%:16%:16%:6%:7%:9% strongly disagree

(11) A major goal of schools should be to enable students (13-16) how to share, live in groups, and how to be responsible for themselves. (n=177)
strongly agree 29%:27%:12%:12%:5%:8%:6% strongly disagree

(12) A school should involve students (13-16) in independent learning situations.(n=181)
strongly agree 34%:30%:15%:10%:4%:4%:2% strongly disagree

(13) A student (13-16) should be required to obtain a predetermined level of achievement. (n=178)
strongly agree 16%:19%:19%:13%:10%:11%:12% strongly disagree

(14) A primary function of school (13-16) is to teach students how to function in and change the present American society. (n=176)
strongly agree 16%:13%:10%:14%:13%:17%:18% strongly disagree

(15) An educational system should form good manners and a respect for authority in in student (13-16). (n=179)
strongly agree 36%:22%:12%:14%:4%:7%:4%: strongly disagree

(16) Written evaluations should be used instead of grades (A.B.C.D.F) for students (13-16). (n=176)
strongly agree 29%:21%:14%:15%:3%:7%:9% strongly disagree

(17) A school should create a national pride of the American way in the student (13-16). (n=177)
strongly agree 37%:31%:5%:12%:2%:7%:5% strongly disagree

(18) School's primary function should be to keep students (13-16) off the streets and out of the job market. (n=175)
strongly agree 6%:7%:3%:13%:6%:13%:52% strongly disagree

(19) Education outside the classroom is more important to the student (13-16) than in the classroom. (n=179)
strongly agree 3%:7%:10%:23%:11%:17%:29% strongly disagree

(20) A school should teach a student how to survive in the wilderness. (n=178)
strongly agree 12%:11%:11%:24%:10%:19%:13% strongly disagree

(21) A school should teach a student how to survive in this complex society. (n=180)
strongly agree 38%:28%:9%:18%:3%:1%:2% strongly disagree

(22) A major goal of school should be to pass on to students (13-16) American culture (the history, literature, and tradition of the U.S.). (n=181)
strongly agree 30%:26%:17%:14%:4%:4%:4%: strongly disagree

(23) School should be entertaining and fun for students (13-16). (n=178)
strongly agree 15%;16%:17%:25%:10%:9%:8% strongly disagree

(24) Some type of vocational education (shorthand, business training, typing, mechanics; wood, electrical, metal working, etc.) should be required. (n=180)
strongly agree 36%:24%:9%:12%:4%:7%:8% strongly disagree

(25) A major purpose of school should be to increase the students' (13-16) awareness of his senses, his feelings, and of other ideas and cultures. (n=179)
strongly agree 32%:26%:20%:14%:1%:4%:3% strongly disagree

(26) Schools should definately be the places where students (13-16) can be creative, can talk about problems. (n=177)
strongly agree 47%:33%:11%:5%:2%:1%:2% strongly disagree

(27) Year-round school should be available. (n=177)
strongly agree 31%:19%:11%:11%:7%:9% strongly disagree

(28) The primary purpose of school is to prepare the student (13-16) for a job. (n=177)
strongly agree 14%:15%:14%:21%:12%:12%:11% strongly disagree

(29) The present school system meets the needs of the community. (n=167)
strongly agree 4%:16%:13%:23%:11%:14%:20% strongly disagree

Please explain your answer to question 28: (n=133)

too young 10%
education first 32%
individual first 16%
should learn how to survive in job market 20%
should develop a skill 13%
choice of curriculum should be students 6%
schools can not prepare student for a job 1%

Please explain your answer to question 29: (n=98)

too conservative 19%
too liberal 16%
wasting taxes 12%
teacher problems 3%
more industrial crafts 5%
resources too limited 6%
schools changing with society 6%
schools not changing with society 15%

Part B

From the list below, please list the six which you think are most important to a good school curriculum for students (13-16). You may add any other area to the list. (n=171)

24% health and nutrition

35% how to interact with others

6% ethnic studies (a study of the various races of mankind)

53% mathematics (algebra, geometry, and trigonometry)

17% sex education

14% foreign languages

16% sociology (the nature and growth of groups in society)

32% physical education (exercising, sports, etc.)

25% how and where to find information (in the school, in the community)

29% American history

26% practical survival (cooking, sewing, gardening, nutrition, first aid, etc)

13% different political and economic systems

27% how to apply creativity and imagination (to art, writing, inventing, etc)

43% English grammar

15% life styles (different cultures and ways of living)

34% sciences

18% methods of observation (how to see what you're looking at)

50% vocational skills (shorthand, business training, typing, mechanics; metal, wood, electrical working, etc.)

12% action and interaction in the Eugene community (what's happening, how to do something, and doing something)

15% literature

15% meditation (learning how to come to terms with yourself)

16% composition (how to write themes, paragraphs, etc)

8% philosophy (the nature of man)

1% computer science

8% home economics

10% fine arts (painting, ceramics, sculpture, weaving, etc)

10% psychology (study of the mind and its processes)

11% appreciation of nature

25% History

7% constructing a working model of an "ideal community "(including the question of what is ideal)

Part C

Please briefly complete the following questions or leave them blank. Answers on this part are optional, but we would appreciate your answers as they make up one of the most important sections of our study. If you need more room then provided, please feel free to continue on the back of the questionaire.

1. Which class in high school was the most meaningful to you?
   Did not attend H.S. 3%; vocational 13%; academics 56%;
   nothing 6%; arts 30%; (n=105)

   Why? Circle the most important reason.

   38% 1. learned a lot from the teacher about the subject.
   7% 2. teacher was a good person to talk to.
   38% 3. interested in the subject
   4. there were other interesting students in the class.
   5. the room was comfortable
   6. didn't have to do a lot of work.
   18% 7. other _____

2. What were the most important things that happened to you during the years you were in school? (n=91)
   personal things 64%
   learning appreciation, awareness 9%
   academics, discipline 25%

3. The best education possible for 13 to 16 yr. olds would be:
   liberal, free schools 27%
   traditional 31%
   modified traditional 26%
   good teachers 4%

4. Have you or your children had any problems with the public school system? If so, please describe the problems. (n=94)
   bored 1% not learning 3R's 6% strictness 2%
   discipline 2% slow learners 5%

5. Should the public school system set up schools similar to groups one and two on the front page? Please explain. (n=108)
   yes 51%
   no 49%

6. Would you be in favor of the public schools starting such schools with the money they now have? With additional tax money? Please explain. (n=82)
   no 43%
   yes, present 31%
   yes, additional 27%

7. Should the public school system start such schools in place of present schools, or in addition to present schools? Please explain. (n=76)
   no 43%

   in place of some 11%
   in place of all 11%
   in addition to 36%

--CHAPTER I--

BABYSITTER OR DEVELOPER OF THE INDIVIDUAL, IS DISTRICT 4J FULFILLING ITS FUNCTION?

> "The operating procedures, rules and regulations of the school district are intended to implement the philosophy of the school district. Through continuous research, experimentation, and evaluation, it shall be determined whether the schools are fulfilling their function." [1]

The residents of school district 4J by a large majority have indicated in our survey that the purpose of a school system is, first, to develop the individual student in relation to himself and to others in this complex society, and, second, to pass on to him the American culture (the history, the literature, the traditions of the United States). They definately believe the schools are not to be babysitters, as Everett Reimer, one of the critics of the public school system, has declared most schools are today.[2]

These findings indicate that the educational philosophies of the community are very similar to the present district guidelines on philosophy of education. The similarity is reflected in the first and eighth objectives as stated in the policy statement:

1. To educate youth for citizenship to include an understanding of our cultural heritage and the development of attitudes and habits for the adjustment of the individual to society.

8. To develop individual creativity and appreciation in the aesthetic values of our culture.

The people in the 4J community apparently agree with the school district, in philosophy. However, since only 32% of the community believes that the

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[1] From the district 4J policy statement on educational philosophy (revised July, 1967).

[2] Everett Reimer, in Essay on Alternatives in Education, CIDOC, Cuernavaca, Mexico, January, 1971.

schools are meeting the needs of the community, it is clear that more than half of the district residents believe that the schools are not living up to their stated purpose. This discontent with the schools lies in the application of these stated philosophies: in classroom organization and structure, in curriculum, in attention given to the individual.[3]

District 4J is not an area in which there is a uniformity of opinion; on the contrary, it is an area of much diversity. This diversity is reflected by two large minorities of the residents who believe the schools have some additional purposes in this society. One believes that school's primary purpose is preparing a student for a job.[4] The other believes that it is to teach students how to function in and, through democratic processes, change the present American society.[5]

These two purposes are also included in the district's statement on philosophy, the first being the sixth stated objective, the second being in the preface:

> 6. To develop individual skills and attitudes leading to economic understanding and achievement.
>
> Preface: The quality of learning in the schools should be judged on its contribution to the development of a free person solving his problems and cooperating in seeking solutions to the problems of a community in a free society.

And here again we must note that, although the people in the district agree with the district in philosophy, they do not necessarily like the way in which the district is actualizing this philosophy, as shown by the 68% who do not believe or aren't sure that the schools are meeting the needs of the community.

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[3] Community values regarding these are included elsewhere in this report.

[4] This group of people are primarily old people, people with less than a high school education, retired-unemployed o. blue collar workers, and people who believe that high-discipline schools are best.

[5] This group is primarily all non-blue collar workers, people with a high school or college degree, young people, and people who selected liberally

DETAILED ANALYSIS

Babysitting

18. School's primary function should be to keep students (13 through 16 years old) off the streets and out of the job market.

agree	neutral	disagree
17%	13%	70%

table 1*

65% of the people strongly disagreed with this question. In spite of the small number of agrees and neutral, there were quite definite relationships between age, occupation, amount of schooling, and the type of best school people selected and this statement.

Those agreeing were mainly blue collar workers, older people, people with less than a high school education, and people who selected traditional and high-discipline schools. Very few white collar workers, young people, college graduates or people who selected open learning agreed.

Those who disagreed were primarily white collar and managerial professional workers, young and middle age people, college and high school graduates, and people who selected open learning situations or traditional schools (see the second table on p. 14A, p. 50A, p. 122A, and p. 156A of the computer print-out hereafter called CPO, which is on file at the Oregon Collection of the University of Oregon Library, District 4J, and John Wish's office).

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* This number refers to the Question on pages 8-13.

structured schools as the best form of school. We believe our results to be conservative in the number of people who are in favor of the schools teaching students how to function in and change the present society, due to a negative reaction to the word "change"; most people will support change, if it is through processes and non-violent -- this was not clear in our question.

DEVELOPING THE INDIVIDUAL

11. A major goal of schools should be to enable students (13 through 16 years old) to know how to share, live in groups, and how to be responsible for themselves.

agree	neutral	disagree
69%	12%	19%

25. A major purpose of school should be to increase the students' (13 through 16 years old) awareness of his senses, his feelings, and of other ideas and cultures.

agree	neutral	disagree
78%	14%	8%

9. A primary function of schools should be to encourage the student (13 through 16 years old) to come to terms with himself, to create an integrated personality.

agree	neutral	disagree
80%	10%	10%

table 2

There was no difference in the responses of the residents of district 4J according to occupation, age, or amount of schooling to the first two statements above. The positive responses were so many and the negative responses so few that there was little differentiation among the population.

The third statement, in spite of the low negative response rate, had some remarkably clear trends: it was blue collar and people who wanted high-discipline schools who predominately disagreed, and it was predominately white collar and people who wanted more liberal schools who agreed. (See the second tables on p. 113B and p. 148B of the CPO.) There was no relation between this statement and the age or amount of schooling of the respondent.

22. A major purpose of school should be to pass on to students (13 through 16) American culture (the history, literature, and tradition of the United States).

agree	neutral	disagree
73%	14%	12%

table 3

This variable had a very high strongly agree rate(56% strongly agreed). But there was definite correlation between the age and the type of schools people thought was best and this variable. Those who disagreed most frequently were young and were the people who selected open learning. There was also a high neutral response rate from the young and open learning groups (see the second table on p. 18A and p. 161B of the CPO). There was no relationship between occupation or amount of schooling to passing on the American culture.

28. The primary purpose of school is to prepare the student (13 through 16) for a job.

agree	neutral	disagree
43%	21%	36%

14. A primary function of school (for students 13 through 16) is to teach students how to function in and change the present American society.

agree	neutral	disagree
38%	14%	48%

table 4

These two variables have a polarized response pattern. The first has a high neutral response figure. Both of these statements show definite trends in responses. The people who agreed with the first statement were primarily old, less than high school education, retired-unemployed or blue collar, and people who selected high discipline schools. Very few young, people with high school or college degrees, white collar workers and people who selected open structure schools agreed.

The second variable also has quite definite response patterns. The people who agreed with it were of all working classifications except blue collar, were more educated than the people who disagreed, were young or old, but not middle age, and were primarily people who picked openly structured schools as the best schools, but not people who selected high discipline schools. (See the second table on p. 10A, p. 46A, p. 118A, and p. 153A of the data).

--CHAPTER 2--

BASIC FUNDAMENTALS AND TOOLS FOR DEVELOPING THE INDIVIDUAL

In the first and second parts of questionaire, people were asked to select subject areas which they thought were most meaningful to thirteen through 16 year olds.

The people in district 4J strongly favor the basic fundamental subject areas and vocational skills, according to our survey. The people very strongly agree that the passing on of American culture (the history, literature, and traditions of the United States) should be a primary focus of schools. The respondents also indicated that the survival of the student in this complex society was of primary importance.

The particular subject areas that people in the district thought were important to 13 through 16 year olds were reflected and complemented by the aforementioned purposes they wished their schools to serve. The subject areas indicated were also consistent with our finding of a great diversity of opinion within the district.

People favored standard basic subject areas that would enable students to apply their fundamental skills in their own way (see Chapter Three, p. 25 on independence). The twelve most frequently selected "important subject areas" were probably contingent on peoples' particular beliefs concerning educational philosophy and structural philosophy. The twelve subject areas fell into two groups:

The traditional basics (math, English grammar, sciences, history, and American history) were selected by one definite group of people[1] as being the most important subject areas. Methods of observation, how to apply creativity

and imagination, and how and where to find information were selected by another decidedly different group of people.[1]

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[1] Additional analysis of our data will determine the characteristics of these groups.

DETAILED ANALYSIS

Priority Ranking of Subject Areas*

1.	mathematics	53%
2.	vocational ed.	50%
3.	English grammar	43%
4.	how to interact with others	35%
5.	sciences	34%
6.	physical education	32%
7.	American history	29%
8.	creativity and imagination	27%
9.	practical survival	26%
10.	history	25%
11.	how and where to find information	25%
12.	health & nutrition	24%

* the top twelve subject areas by percentage from 171 respondents (table 5)

21. A school should teach a student how to survive in this complex society.

agree	neutral	disagree
76%	18%	6%

table 6

76% agreed, 18% neutral, 6% disagreed with student being taught how to survive in this complex society. There was not significant difference with respondents. They all agreed that the school system should offer such a subject (see second table on p. 89A of our data).

22. A major goal of school should be to pass on to students (13 through 16) American culture (the history, literature and tradition of the United States).

agree	neutral	disagree
73%	14%	12%

table 7

73% agreed, 14% neutral, 12% disagreed. The older the respondent the more he agreed that the schools should pass on the American culture. There was no other significant comparison in regards to occupation, type of school and the age of children a respondent had. Almost all respondents agreed that the schools should pass on American culture (see second table on p. 18A of our data).

24. Some type of vocational education (shorthand, business training typing, mechanics: wood, electrical, metal working, etc.) should be required.

agree	neutral	disagree
69%	12%	19%

table 8

69% agreed, 12% neutral, 19% disagreed. The more schooling a respondent

had the less he agreed that vocational education should be required. Also, the higher the socio-economic level the less the respondent agreed that vocational education should be required (see second table on p. 56A, p. 128A of our data).

17. A primary function of school for students 13 through 16 is to teach students how to function in and change the present American society.

agree	neutral	disagree
38%	14%	48%

table 9

38% agreed, 14% neutral, 48% disagreed with the statement that schools should teach students how to function in and change the present American society. The respondents that chose the open structured school (types 1 and 2 in the questionaire) would like to teach students how to function and to change the present American society. People that chose traditional schools (types 3 and 4) would not like to have it taught(see second table on p. 153A of our data).

--CHAPTER 3--

STRUCTURAL DIVERSITY WITHIN DISTRICT 4J; WHAT MAKES THE BEST LEARNING SITUATIONS?

What structure and organization provides the "best" learning situations? A majority of people in the 4J district agree about some major components of a good learning situation, although they have definite differences on others. Some educational values apparently cross all philosophical boundaries in the district:

90% of the residents believe that schools should definitely be places where students can express themselves freely, can talk about their problems and be creative.

More than two-thirds of the residents agree that a school should involve students in individual learning situations; slightly less than two thirds believe that the present grading system should be replaced with written evaluations.

Almost half the community believes schools should be entertaining and fun for the students.

And 61% of the residents hold that rules for a school should emerge from student-teacher-parent decisions. This is in direct conflict with present decision-making processes in the district: policy currently dictates that policy is made at the district level and is carried out at the administrative level of each school, giving each school principal leeway for making decisions which he deems best for his school.

Those are the similarities, the few points of agreement in the district. There are definite differences: 35% favor open learning situations, 55% traditional structure, and 10% high-discipline structure.

In the traditional structure, the teacher is left with relative freedom as to how the classes are structured, students can choose electives beyond basic requirements, and students have to pursue individual interests outside the classroom. In the open structure, the students have individualized learning situations and there are few, if any, classes. In a high-discipline structure, classwork consists entirely of classes with disciplined and rigorous structure, and students are able to pursue individual interests only outside the school. a

TRADITIONAL STRUCTURE

A slight majority (55%) of the residents in the 4J community want traditional structure. These people place much emphasis on the teacher: the quality and ability to teach a subject well and the teacher as a person (being a good person to talk to and share with). These people, who want traditional structure, think that students do not know what is important to them and would require students to obtain a pre-determined level of achievement.[1] They also believe that to remain with the classroom situation, as opposed to the out-of-classroom situation, is best. Within traditional structure, however, most people do want individualized learning situations.

OPEN STRUCTURE

A strong, significant minority (35%) in the district supports liberal individualized structure. They believe that outside-classroom education is more important than in-classroom education, that students do know what is important to them, and that schools should be fun and entertaining. They agreed 100% that the district should set up open learning situations. Classes are most meaningful to these people because they are relevant, liberal in structure and atmosphere, develop questioning, and develop becoming aware of and exploring various ideas.

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[1] There is a significant minority differing from most traditional structure people on these points: a very large minority differs from the majority in

HIGH-DISCIPLINE STRUCTURE

The third small (10%), but still significant, percentage of people in the district favors high-discipline structure. These people show little trust in, or willingness to depend on, the students. They believe students need a pre-determined level of achievement to work towards. And they cling strongly to well disciplined classroom education and disagree that school should be fun and entertaining: students are in school to learn the subject matter. These people, who support high-discipline structure, totally (100%) object to the district's setting up of open learning. For them, there is no allowance for alternatives.

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believing that students should be required to obtain a pre-determined level of achievement.

DETAILED ANALYSIS

Best School Structure

6. Below are descriptions of four types of schools. The best school consists of:

Type 1. No classes; no requirements; completely individual self-direction.

Type 2. Some classes; what to learn is pre-determined; how to learn is left to self-direction; basic requirements.

Type 3. Most classes; what to learn is pre-determined; how to learn is pre-determined by teachers; opportunity for self-direction outside of classes; individual choice of classes beyond basic requirements.

Type 4. All classes required; self-direction takes place outside of school.

type 1	type 2	type 3	type 4
3%	32%	55%	10%

table 10

The youngest respondents (18 through 34) are highest in agreement with the open structure, followed by the oldest respondents. The oldest respondents advocated most highly traditional structure; middle aged (35 through 49) have the highest percentage favoring high-discipline, type 4 structure. Only 1% of the youngest residents of the 4J district supports high-discipline structure.

People with the highest education agreed with the open structure. The less the education the more preference for traditional and high discipline structures.

White collar workers want the most liberal structure, followed by the unemployed and retired; blue collar and managerial-professional respondents were equally low in agreement with liberal structure (25% each). Most of the managerial-professional respondents prefer traditional structure, second being bluecollar workers. The retired and unemployed people show higher preference for high-

discipline structure than any other occupational category. Blue and then white collar workers followed next. There were no supporters for high-discipline structure from managerial-professional people.

CREATIVITY

26. Schools should definitely be the place where students (13 through 16) can be creative, can talk about problems.

agree	neutral	disagree
90%	5%	5%

8. Schools should encourage students to express themselves freely and be creative.

agree	neutral	disagree
85%	7%	8%

table 11

For both of these variables there was little correlation between the answerers and the various types of respondents, since nearly everyone agreed. The small percentage undecided and disagreeing came mostly from middle-aged (35-49) and slightly less from blue collar workers.

RELIABILITY OF STUDENTS

7. Students do not know what is important to them.

agree	neutral	disagree
39%	23%	38%

table 12

Less than 40% of the respondents believe that 13 through 16 year olds are mature enough to make their own decisions. The older the respondent, the more he is likely to believe they could make their own decisions.

Those with less than a high school education are equally polarized in agreeing and disagreeing with this variable. They had a higher rate of agreement than any group with more education. They also had the highest rate of disagreement. Second in disagreement, by 1%, (believing students do know what is important to them) are those with college degrees. High school educated people, however, believe students do not know what is important to them.

Retired and unemployed persons have the largest percentage agreeing with this statement, followed by blue collar, managerial-professional, and white collar workers. White collar workers are the most undecided and also the most in disagreement, believing students are able to make their own decisions.

There is a direct correlation here: those who think students do not know what is important to them prefer high-discipline and traditional structures; those believing the students do know what is important to them definitely prefer open structure.

12. A school should involve students (13 through 16) in independent learning situations.

agree	neutral	disagree
79%	10%	11%

16. Written evaluations should be used instead of grades (A,B,C,D,F,) for students (13 through 16).

agree	neutral	disagree
64%	15%	20%

10. Rules for a school should emerge only from student-teacher parent decision.

agree	neutral	disagree
61%	16%	23%

23. School should be entertaining and fun for students (13 through 16).

agree	neutral	disagree
48%	25%	27%

table 13

Statement 12 shows support for independent learning situations, and this holds true for all age groups. The middle-aged and older persons had large undecided percentages. Those with less than a high school education, retired, unemployed and blue collar workers make up the small percentage disagreeing.

There is less of a consensus on statement 16. The older, less educated, blue and white collar workers are those in disagreement with written evaluations.

In statement 10, the majority agree but it is the college educated, managerial-professional, retired and unemployed people who disagree with student-teacher-parent decisions formulating school policies. Age has little correlation with this variable.

There is the least agreement on statement 23. Not quite half believe school should be fun. A significant minority, 25% are undecided and another 27% are certain they shouldn't be. This statement is yet another measure of the diversity of opinion among district 4J residents about the best organization for learning.

ORGANIZATION OF SCHOOLS (II)

13. A student (13 through 16) should be required to obtain a pre-determined level of achievement.

agree	neutral	disagree
53%	13%	33%

19. Education outside the classroom is more important to the student (13 through 16) than in the classroom.

agree	neutral	disagree
21%	23%	56%

table 14

The older the respondent, the more he agreed with a pre-determined level of achievement. The younger tended to object more frequently. The least educated, with less than a high school education, retired and unemployed persons are those advocating a pre-determined level of achievement. The higher the occupation level (from retired-unemployed to blue, then white collar workers to managerial-professional people), the more the respondent disagreed with this statement.

The younger respondents agreed most frequently with outside-classroom education, the older respondents supporting in-classroom education. The people with less than a high school education, followed by those with a high

school education and retired and unemployed people gave the most support for outside-classroom education. (White collar, then blue collar and managerial-professional people, believe more in in-classroom education. (White collar, then blue collar and managerial-professional people, believe more in in-classroom situations.)

WHY WERE CLASSES MEANINGFUL?

Why were classes in high school most meaningful?

1. Teacher taught the subject well; learned a lot about the subject from the teacher; the teacher was a good person to talk to.

44%

2. Interest in the subject.

38%

3. Classes were relevant, liberal, motivated awareness and development of questions.

18%

table 15

The teacher holds the highest emphasis for most age groups, especially the middle-aged (35 through 49); for those with less than a high school education and for retired, unemployed and white collar workers. Those who place most emphasis on the teacher are also basically those who support type 3, traditional structure, where it is the teacher who pre-determines how to learn.

Those valuing the subject most are, generally: older (50 and above), have

a high school education, and are blue and white collar workers. These people generally prefer traditional and high-discipline structures.

Relevant, and/or liberal classes and those which motivated their awareness and questioning are the most meaningful to young, highly educated, managerial-professional and white collar working people, and those in support of open structure.

--CHAPTER 4--

DISCONTENT WITHIN THE SCHOOL DISTRICT

Only 32% of the 4J school district interviewees agree that the present school system meets the needs of the community; 24% were neutral and 44% disagreed. This data indicates that the district has big problems: it is not in effective communication with its community, and apparently isn't meeting the needs of the community.

People are discontented partly because of philosophical reasons. One segment (16%) of the population feels that the schools are too liberal. Another segment (19%) feels that schools are too conservative. A third segment (15%) says that schools aren't changing with society.

Those people, who stated that the present school system isn't meeting the needs of the community, are generally the same people who indicated that either they or their children have had problems in the school system. (Problems mentioned most often were, children not learning the 3 R's adequately, slow learners not receiving adequate attention).

Philosophical differences were only one of the major sources of discontent with the schools: the major other source of discontent, as could be expected, is financial. 12% said that the school system made poor use of tax money.

Another area of discontent that was brought out in the questionaire, was in regards to year round schooling. 61% of the respondents felt that year round schooling should be available.

People are not saying that students or teachers should be made to go to school 12 months out of the year, but that school facilities should be in use

the year round. This would help eliminate the over crowding since with schools operating otherwise as they do now, only 75% of the students could actually be attending schools within any one school quarter and would relieve any present need to build more schcols. The tough student job market could also be somewhat relieved, as only 25% of the students would actually be competing in the job market in any one school quarter.

There was also discontent in the district with specific schools, and with parents not being able to send their children to other schools. The most frequently mentioned specific school was South Eugene High School: One lady said in an interview, "I dread the day when I have to send my kids to South. If I had enough money, I'd send my kids to the Christian School." Other people commented about the "drugs and hoods" at South, and others decried experimentation by "the University."

DETAILED ANALYSIS

Meeting the Needs of the Community

29. The present school system meets the needs of the community.

32% agree	24% neutral	44% disagree

31. Please explain your answer to question 29.

19%	too conservative
16%	too liberal
15%	schools not changing with society
12%	poor use of tax money
6%	resources too limited
6%	schools are changing with society
5%	need more emphasis on vocational training
3%	teacher problems
16%	other

table 16

Only 32% of the 4J district population agrees that the present school system meets the needs of the community, 24% were neutral and 44% disagreed. The neutral response for this statement is fairly high. This probably means that a significant minority of people didn't provide an opinion because they felt uncomfortable doing so, or they didn't know whether or not the schools were meeting the needs of the community. Some people feel that school systems are not capable of meeting all the needs of the community; consequently, they may have marked neutral.

The person most apt to disagree with the statement that the present school system meets the needs of the community is either a fairly liberal individual who indicated that the open structure was the best type of learning situation or a very conservative type who felt a high-disciplined structure was the best school environment.

People more satisfied with the present school system than others are people who indicate that the traditional school set-up are the best. But even a majority of the traditional school people feel that the present school system doesn't meet the needs of the community (see second table on p. 25A, p. 61A, p. 133A, p. 21B, p. 50B of our data).

People, in explaining their answers to the statement that the present school system meets the needs of the community, had several different reasons. 19% felt that schools are too conservative. 16% felt that schools are too liberal. 15% felt that schools are not changing with society. 12% mentioned that the school system makes poor use of tax money. 6% said that the resources of the school district are too limited for the school district to meet the needs of the community. 5% mentioned vocational training and said that there

should be more emphasis in that area. Only 3% of the 4-J district population mentioned teacher problems.

The person who feels that schools are too conservative is generally young (18 to 34), college educated, and white collar; the one who feels the schools are too liberal is middle-aged (35 to 49) and a blue collar worker. These people that say schools are not changing with society are young, college educated, white collar people who feel that the open structure is best. Those people that say the schools are making poor use of tax money are the older (50 - over), blue collar workers with less than high school education. These people also believe in a highly disciplined school structure. Those respondents who were most apt to say that the school systems resources are too limited are the college educated, white collar or managerial-professional people, who believe that the open structure is best (see second table on p. 27A, p. 63A, p.135A, p. 8B of our data).

Problems with the School System

36. Have you or your children had any problems with the public school system? If so, please describe the problems.

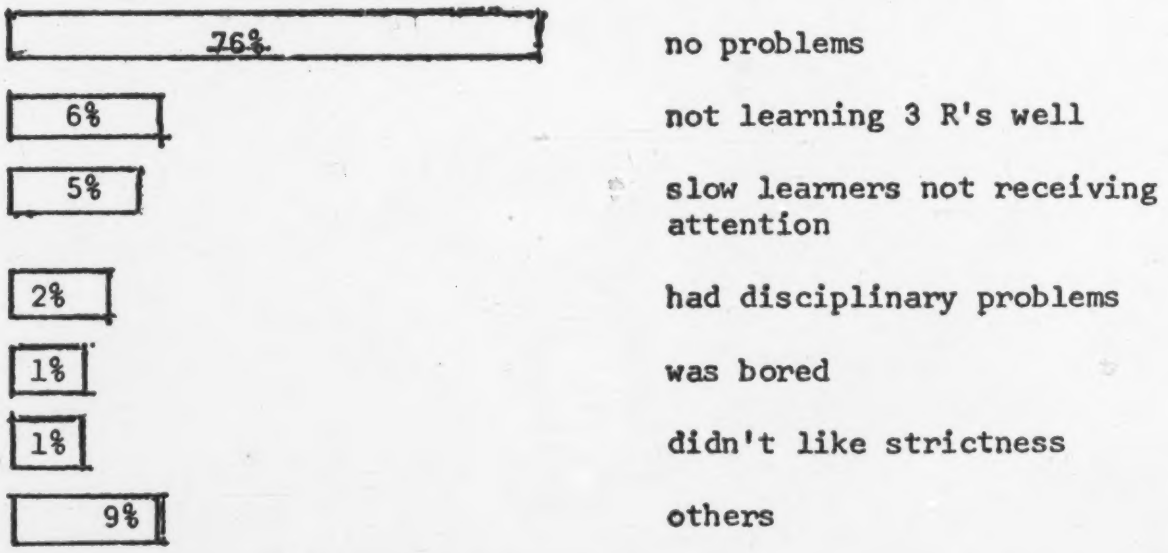

table 17

24% of the 4J population was recorded by our questionaire as having had problems. We feel this is a very conservative estimate since most people do not consider "trivial" problems worth mentioning. Also, people are generally reluctant to confess to problems, or may have felt that the question was too personal.

Those people who were most apt to mention that they or their children have had problems were middle-aged, blue collar people with a high school education and older children.

We were unable to define the type of people who responded to the different problem areas since the response was diversified and with few people responding in each category (see second table on p. 32A, p 68A, p. 104A, p.140A of our data).

Year-round Schools

27. Year round school should be available

agree	neutral	disagree
61%	11%	28%

table 18

61% of the 4J population agrees that year round schools should be available. 11% were neutral and 28% disagreed. Those people that tended to agree the most were young, those having at least a college degree, and those of a white collar or managerial-professional socio-economic level. The

only group that had a majority of disagreement were people who had less than a high school education (see second table on p. 23A, p. 59A, p. 131A of our data).

--CHAPTER 5--

SUPPORT FOR EDUCATIONAL ALTERNATIVES IN DISTRICT 4J

If the 4J school district sets up open learning alternatives with present monies, it would probably have a slight majority in favor of it doing so. If the district were to tax the public in order to finance these alternatives above what they are presently being taxed, less than 1/4 of the population would favor such action.

51% of the 4J population wants the 4J district to set up open learning alternatives even though only 35% feel that a more liberal alternative is what they personally need. 55% of the district population wants traditional schools and 10% want more disciplined schools. We feel that the public is asking for more alternatives.

Respondents to our questionaire seemed to know little about alternatives that may be open to them. One such alternative that is little known is the section of district policy allowing school transfers in "exceptinnal cases" that disregard geographic boundaries.[1]

If people utilized this clause, they would not have to move from district to district to obtain what they believe to be the best learning environment for their children. We feel, however, that this clause will have to be liberalized for it to meet the diversified needs of the community.

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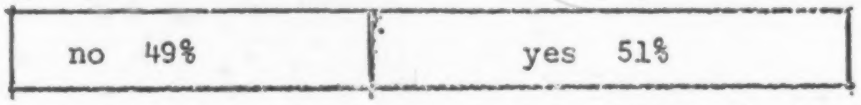
[1] "Children shall attend the school located in the attendance area in which they reside unless, on presentation of a good and sufficient evidence, they are given permission by the Superintendent to transfer to another school. The health of the child and hardship on parents shall be considered adequate for requesting transfer."

This is from section 8.2A of chapter 8 (Pupil Policy) of the district policy statement. Students are reportedly allowed to transfer in order to take a course which is not offered in their attendance area school, but is in another.

DETAILED ANALYSIS

SETTING UP ALTERNATIVES

C-5. Should the public school system set up schools similar to groups one and two on the front page? Please explain.



C-6. Would you be in favor of the public schools starting such schools with the money they now have? With additional tax money? Please explain.

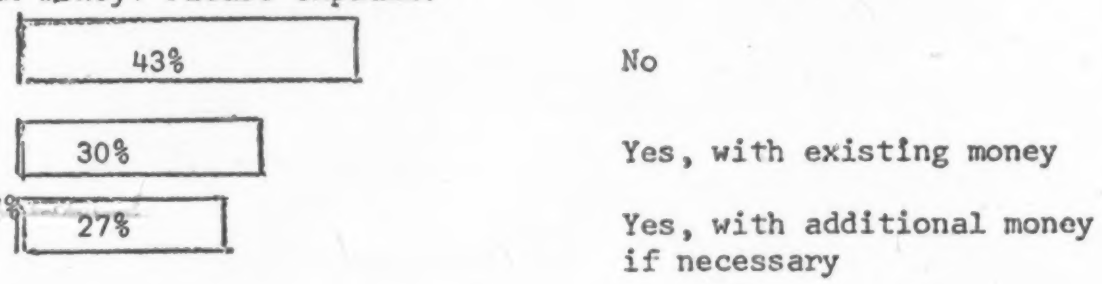


table 19

We had 51% answer yes to setting up open learning alternatives similar to groups one and two on the front page of our questionaire. 49% said no. The people that were most apt to answer yes to setting up open learning alternatives were young people between the ages of 18 and 34 and with a high degree of education. They were generally without children and were of a high socio-economic level (see second table of p. 33A, 69A, p.105A, p. 141A of the CPO).

The people who were most apt to answer no were middle-aged people (35 to 49), those with a low educational level, with children over 16 years of age and of a blue collar socio-economic level. People who answered traditional schools as being the best type of school, were fairly unfavorable to setting up liberal alternatives, as would be expected.

43% of the respondents to our questionaire said that the public schools should not start liberal alternative facilities with money that now have or with any type of additional money. 30% said that they should with existing money and 27% said yes with additional money if necessary. The person who answered no was the same person who answered no to the previous question. The person who said yes with existing money is both the young and middle aged but they have a high education, have young children, and are of the white collar socio-economic class. Those people who said yes, with additional money if necessary had tendencies of being both young and old with both a high and a low education level and those without children. A high percentage of retired and unemployed people responded with additional money if necessary (57%).

7. Should the public school system start such schools in place of present schools, or in addition to present schools? Please explain.

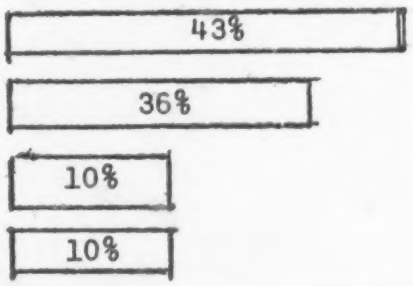


table 20

43% of the respondents to our questionaire said no to starting liberal alternative facilities at all. 36% favored setting up liberal facilities in addition to present schools. 10% said only in place of some. Another 10% were fairly radical and said in place of all. Most advocates in favor of setting up such schools in place of all existing schools were the young, white-collar, well educated person without children. The majority of response for any group,

no matter how they were classified, was to start such schools in addition to present schools. Some people were concerned with the cost of converting the present schools to more liberal schools, and therefore felt that liberal schools should be started in addition to the present schools(see second table on p. 35A, 71A, 107A, 143A of the CPO).

--CHAPTER 6--

RECOMMENDATIONS DISTRICT 4J
Part A

Our data has shown the school district to be out of touch and out of favor with many residents in its district. The district can go a long way in furthering communication and gaining support by implementing the following recommendations, based on and developed from our survey information. No recommendation that we have included here would take more than a year to implement.

It is obvious that people feel education is costing enough or too much. They would want to maintain the current level of expenditures. But within these limits, these are some needs and desires of the community that can be served by the district right now:

1. DEVELOPMENT AND COMMUNICATION OF ALTERNATIVE EDUCATIONAL PROCEDURES. As we have emphasized all the way through this report, district 4J is a pluralistic area. While approximately half of the community is in favor of traditional schools, over a third favor liberal open schools. And a substantial 10% wants high-discipline structured schools.

Alternatives are presently recognized in the district, to a degree. There is variation between schools in curiculum, in rules, and in general atmosphere, particularly at the junior and senior high level. Under district policy now, a child can transfer to another school under certain conditions, one of which is the availability of different curriculum(this is section 8.2A of Pupil Policy -- Chapter 8 -- of the district policy statement). The result of this regulation is that, for the few who hear about it and who are permitted to take advantage of it, geographic districting is suspended in lieu of educational alternatives.

We recommend that the district immediately make this possibility more known and more used; also that the district publicize the various programs throughout its schools. This could possibly be a part of a more comprehensive information program by the district: such as a regular newsletter or newspaper including general information, as well as information about alternatives. The newsletter should be sent to all taxpayers, not only those with children.

We recommend that the district begin studying the possibility of dissolving geographic boundaries entirely, so that all alternatives are available to those who want them and no one is forced into a situation not of his liking. This might necessitate a more effective and efficient use of the mass transit and/or school bus systems.[1] (Students could be bussed to four or five main depots around the city, from which a bus could go to each school, after it has brought in students from geographic areas. This system is used very efficiently in maintaining the freedom of choice school systems in the South.)

The district should offer each student and parent a wide choice of learning situations, and as many different types as they, the taxpayers, call for -- from open, highly individualized learning environments to highly disciplined schools. If the district does not presently have the variety of schools demanded by the community, and we believe it doesn't, it should seriously consider funding those schools who presently do offer those alternatives -- the private schools.

2. DISTRICT POPULATION WANTS MORE INDIVIDUALIZED, PERSONALIZED EDUCATIONAL FOCUS. In keeping with the differing educational and structural philosophies of the district population are the ability of students to work better in various

---

[1] An increasing number of young persons are using thumbs, bicycles and cars to get around the city. Perhaps no new mass transit is needed.

types of educational environments. The district community recognizes this and emphasizes the importance of personalized programs. This includes increased independent study programs, substitution of written evaluations for grades, and making school entertaining and fun for the students.

3. REFORMATION OF THE TAX BASE AND YEAR-ROUND USE OF SCHOOL FACILITIES.

School and city budgets are getting defeated almost matter-of-factly now in Eugene. In our survey many people indicated that they felt the district was making poor use of their money or making poor use of the present facilities. This indicates to us that the district should begin publicizing the recent change in the property tax. If the district needs more space it should begin a serious consideration of year-round school operations (in which only 75% of the present students and teachers would be going to school at any one time of the year). The people in district 4J are in support of year round schools. The community itself could be used as a classroom to increase the scope and facilities of the school district (i.e. as the Parkway project in Philadelphia now does -- learning government in city council meetings and court hearings, learning bookkeeping from large company bookkeepers, physics from the electrical power plant personnel, learning industrial skills from construction workers-- the community as both school and teacher.)

4. DECENTRALIZATION AND COMMUNITIZATION OF SCHOOLS AND DISTRICT.

Parents, students, and teachers should be brought directly into the decision-making processes of the district. It should be the parents whose children attend school there, the kids who go there, and the teachers who teach there who should set guidelines for each school, the administrators simply

administering those guideline decisions.

We propose that the district begin immediate consideration of various ways to educate the people in its community about decisonmaking processes in the schools, and then take action to bring the community into decision-making on a direct basis. (One method, used to achieve this end in St. Paul, Minnesota, was to elect students, teachers, and parents into a lay advisory board for each school. Each representative was elected by the group they represented.)

These are all things the district can do right now to bridge the gap existing between the schools and the community. However, it appears that, if five years from now, the district hasn't done more serious over-hauling of their organizational structure, if school populations are still determined by geographic boundaries, the 4J district will be in serious trouble, philosophically and financially, and definitely will not be meeting the needs of its community.

We realize that changes are needed at the state level, in state laws and regulations, before some of our recommendations can be implemented (i.e. reforming the tax structure and funding private schools). But these too should be changed quickly.

* * *

(PART B)

While working on this survey for the last two months, we have developed a model for reshaping education in Eugene which we think may best effect the needed changes in the entire approach of district 4J. We have developed this model from our data, from interviews, from reading, and from personal experience in the school. We believe the following approach to be entirely practical and possible, and recommend that the district seriously study this approach:

THE LEARNING CENTER APPROACH TO COMMUNITY EDUCATION

District planning of curriculum and methodology must take into consideration the divergent educational philosophies of the community, including any minority large enough to fill a classroom. People in the district have described the primary purpose of school variously to be to prepare the student for a job, to develop the individual, to pass on the American culture, and to teach the student how to function in and change his society. And they have expressed the best learning environment variously as being an open learning situation, a traditionally structured environment, and a highly disciplined structure.

We suggest that learning centers accomodating for each of these structural and educational philosophies be established throughout the district. Learning centers would be located in buildings now used as schools and would vary not only according to philosophy, but also according to teaching methodology.

Establishing learning centers would necessitate elimination of all geographic boundaries in the district.

Parents whose children attend school at the learning center, teachers who teach there, and kids who go there, should be the people who establish guidelines, and eventually, hire the new teachers for each learning center. This would ensure school communication with the community because the community would form the guidelines for the school. Thus, those who want open-structured situations would operate openly structured learning centers, and those who want high-discipline schools would have high-discipline schools with a very tightly structured program. Why should any parent be forced to send his children to environments other than those which would be ideal?

No additional money would be required: the same buildings, the same teachers, the same administrators, and the same students would be in the schools.

Money might even be saved from not duplicating programs and by making resource centers within learning centers: for instance having a district resource center for physical sciences, one for math, one for reading skills, one for industrial skills, etc. -- the possibilities are almost endless. And money would assuredly be saved by having students go to schools that contradict their operational philosophies and by lessening complaints from irate parents about various school philosophies.

All this necessitates and demands, and will generate, community support and enthusiasm: every one getting what he wants, costing no additional money, and benefiting the students and the community more.

The district does need to reflect the desires of the community. We believe that the learning center approach is the best possible, and the cheapest way for the school district to do this.

Decentralization of schools means more alternatives, more student-teacher-parent processes, and more diverse learning centers.

OPPORTUNITY CENTER

RECOMMENDATIONS
(PART C)

If the Opportunity Center takes the shape that its designers have laid out, it may become part of the vanguard of a new shape of public education. At the Opportunity Center, if all goes as planned, each student will be treated as an individual, each student will have as much, and only as much structure as he needs, and the community will become very much a part of the schooling process.

Such are the plans for Opportunity Center. And from our data and from talking with the residents of district 4J, we believe the creation of the Opportunity Center to be consistent with the diversity which is the district. We would like to make several recommendations regarding the Opportunity Center's educational philosophy and its operational actualities:

1. RECOGNIZE INDIVIDUAL DIFFERENCES. The only recommendation we can make concerning philosophy of education is that the Opportunity Center continue with its plans to recognize the individual and his differences and continue to provide structural and curricular opportunities for as many segments of the district population as possible.

2. INVOLVE THE COMMUNITY IN DECISION-MAKING. The directors of Opportunity Center, the teachers, should assure the success of it by involving students and their parents in the planning and operation of the Opportunity Center. They should be continually involved throughout its existence.

3. DON'T SELECT TOO MANY STUDENTS. There appears to be a difference between administrators and the teachers as to how many students the Opportunity Center should try to handle: this must be resolved by allowing the teachers to set an enrollment limit which they can comfortably and effectively operate with the students. But let time and the teachers ultimately decide the limit.

4. PROVIDE FOR CENTER-COMMUNITY ASSIMILATION. The teachers should attempt to bring the community into the school and the school into the community as much as possible. This can be done by bringing resource people and speakers into the Opportunity Center, and by taking the students into the community, to businesses, governmental organizations, community cooperative projects, etc. This can also be accomplished through work/apprenticeship programs, by having the students work at various places in the community, perhaps changing every few months to develop several skills.

5. COMBINE FUNDAMENTAL SKILL DEVELOPMENT AND INDEPENDENT STUDY. Fundamentals such as reading, writing, physically surviving, and creating will enable students to develop in their own directions. Once students have obtained the skills they desire, they should be encouraged to apply these skills independently.

6. ENLARGE SCOPE OF PROGRAM TO INCLUDE COMMUNITY, AND TO BE AVAILABLE DURING THE SUMMER.

Every attempt should be made to continue Opportunity Center programs through the summer and, during the school year, in the evenings, if the students and parents prefer. Nothing says it has to meet 8 A.M. to 3 P.M. every day, or even operate during those hours. Evenings might be best. The summer could provide an ideal time for utilizing Opportunity Center as a creativity-imagination workshop for students not regularly enrolled in the Opportunity Center during the school year, as well as for interested adults.

APPENDIX A
IMPORTANT COMMENTS
INTRODUCTION

If we have learned anything in the two and one-half months we spent on this survey, we have learned that nothing is as important or as accurate of a description of people's sentiments than the sentiments themselves. Following is a compilation of important comments from questionaires and from interview notes. If you take the time to read each comment, you will realize, as have we, that the 4J district is very much a geographical boundary around thousands of different, unique individuals. And we hope you see as we do that a singly-directed school system cannot meet the needs of thousands of different individuals.

APPENDIX A

Important Comments

Students (13-16) need preparation for knowing themselves. The basics of education and discovering their individual personality should be the main concern at this point. The last two years of high school can be used for job training if the student desires. -- cosmetician

Open campus allows too much freedom. Students find it too easy to skip classes, leave school and not return. For the ones who tend toward the desire to "drop out" open campus makes an easy way out. A student who starts by skipping classes can drop out of school and not be missed until they have passed the point where individual counseling could perhaps change his mind. -- cosmetician

Preparation for a job may be one purpose of school but certainly not the primary one. More important is for the student to begin to find his personal identity in relation to others and to adjust to varying situations. Coping with a complex society such as ours is a prerequisite to finding and holding a job. -- truck driver's wife

The needs of the community are not met when a students individuality is suppressed. -- truck driver's wife

The present school system does not give the student enough opportunities to be creative. -- wife of a manager of car dealership

The school system restricted my child's reading ability. The teacher did not respect individuality. -- wife of insurance supervisor of state

The most important things that happened to me when I was between 13 and 16 years old was that I dropped out of school and made friends. -- welfare recipient

Big questions and big answers are needed and FAST. -- bookkeeper

The basic 3 R's in high school does not make an adult out of young people. -- president of construction firm

I don't go along with the self motivating philosophy. -- housewife

The three most important things for students now in school to learn are: non-violent change, drug education, and how to live in nature. -- wife of an artist.

At 16, young people do not have enough maturity to decide on what they wish to become. -- self employed

Too many students leave high school without any skill that they can use to sell themselves for any kind of work. -- retired school teacher

Since a community is always changing, a school system will never fully meet its needs. -- housewife

School should prepare students for a creative role in the society... that usually means work, but not necessarily a job; i.e. they can become part of social movements. -- teacher

The school system does not consider students as teachers -- everyone has their life experience to offer to learning situations. -- teacher

Most teachers are too liberal! -- real estate salesman

The property tax battles stand in the way of progress, educationally.--housewife

As far as the "open class" system where students are not required to attend classes -- I think it should be revised, as the students who lack initiative will not attend and consequentially be hurt in the long run. -- housewife

I believe that the school system does not go far enough to prepare the youth for an adequate opportunity to meet the needs of this age of automation and high level of living. -- retired

I believe that by strengthening a student's personality and his ability to function in society schools perform a service to society. -- computer specialist

All decisions for the school should be made by the school board, that's where they're there for. -- housewife

Schools like #2 on the front page would be good for private schools to set up and operate, but not public schools. -- housewife

In some cases I feel that competition is given too much precedence, and values placed highly on athletic endeavors. The body needs attention, but the mind should be developed to its highest capabilities. -- R.N. anesthetist

It's the teacher who really counts in school. Schools should pay the teachers more in the hopes of getting better teachers (so many can't teach 'cuz can't support themselves)...Administration decides which are the good teachers. Building doesn't mean anything...System tries to change too fast, it becomes infatuated with a new idea and drops the old. Should retain the good from the old and add new ideas. -- retired teacher

School is a time to learn, and to learn wisdom. A time in your life to have time to think and ponder and question without pressure. -- retired teacher

You have to work to appreciate anything. Each kid should have at least 3 hours chores every nite after school to keep him busy. If not he'll find something of his own to do and that may be bad. Probably so at that age (13-16). -- insurance agent

Students should be surrounded by people they can respect, not necessarily be taught to respect authority -- the authority should be 'respectable.' -- high school clerk

The school system is still too oriented to facts and pre-set curriculum . . . Classroom experiences are but one facet of education today. The student should, in addition, be given an opportunity to participate directly in the community. The static classroom and fact-oriented school cannot provide the answers to the world in which the 13-16 yr. old is going to have to participate.-- teacher

If schools were not so elaborate, and teachers expecting so much more (money) for the time that most teachers put in per year, that there would be more ways to satisfy the needs of the schools and community. -- self-employed

Too much importance is placed on the schools... respect, good manners, should be taught in the home. They are not the schools' responsibility. -- housewife

Children need some direction. One can't pick to learn that which is unknown to him. -- housewife

13-16 yr. old student usually needs basic education, more maturity, more awareness and more decision-making ability before he or anyone else can decide on appropriate vocational goals. Of course there are always exceptions.-- social worker

Education is beyond bounds of money and job -- human fulfillment, not learning power... A contributing citizen is not necessarily a money-maker. -- Girl Scout professional worker

What if it's a community of Birchers . . . do you have nothing liberal? -- liberal medical librarian

PEANUTS
WHERE ARE WE?
THIS IS THE ART MUSEUM..
LOOK AT ALL THE PAINTINGS
THEY DON'T MOVE... I'M NOT USED TO LOOKING AT PICTURES THAT DON'T MOVE OR HAVE COMMERCIALS...
MAYBE WE'LL GET TO SEE RAMONA LISA..
LOOK AT THAT FAINTING..ISN'T THAT BEAUTIFUL?
TRY NOT TO HAVE A GOOD TIME...THIS IS SUPPOSED TO BE EDUCATIONAL..

Not enough choices. More variety needed as in trade schools at H.S. level, etc. European school system better organized in this capacity. Need better screening of teachers to insure against those who are too prone to making value judgments of students. Too much age/ability grouping.

Alienation because of exceptional ability; boredom; lack of interaction with own peer group.

Attendance ridiculous. I believe in a system of private schools with choice of studies. I think public schools are and always will be failures. -- Office manager

District 4J is improving from the authoritarian system it was but it still suffers from playing 1/2 public relations games, 1/2 traditional controle (sic) games with kids and parents. It is still too rigid and under individualized for the more liberated or hip youth it has to serve. It does not yet encourage enough of the creative thinking which will have survival value in the future of rapid change.

...they should be taught more self respect for self and others; more about God and country. More of the things they need in everyday life... -- manager of nursing home

It seems to me that the 'community' in this question is a large cross section of people. For those who feel that schools should help keep kids off the streets the schools are inadequate because dissatisfied students skip school; for those who feel schools are to train employees they fall short. The students in the community and the educators in the community are also dissatisfied with the current system so how then could one feel that any needs of any section of the community were being met? -- teacher

Jobs are changing so quickly that a job may no longer exist when a student is ready for it or may have already too many people in that area. -- adult ed. teacher

Our schools are much too oriented towards the middle class orientation. The main thing seems to strive towards mediocrity from the teachers on down . . . I also feel that the slow child fails much too early and that the bright child is held back far too soon. -- adult education teacher

Nobody can find out how to fix the world -- the whole world's messed up. I'm glad I won't be around to see it get worse. -- 67 yr old retired railroad worker

We can't go on like we're doing now ... not in this age of the world. The only thing left for a school to do is to bring people together. You can hear the same song all over the world -- what are we going to teach them? But teachers and parents got to get together on what they're teaching them ... parents have to all get together with the children and try to help one another, understand one another. A school has to get up some program that's worthwhile for

them and the community ... hold meetings ... discuss problems. When they do what they can and prove what they're doing people will come there and help them. We've all got to do more for the schools than we've been doing. -- 74 yr. old retired farmer from Arkansas.

I would send her (a four month old baby) to a Montessori school if I could afford it ... but I never will be able to. -- a housewife

If you ask members of the community what its educational needs are, you will find little agreement. If you ask, are those needs being met, nearly everyone has suggestions for improvement. Yet the system continues to function. Students leaving the system go on, some to find contentment, some not. The goal is to help more find their 'contentment' and it always will be. -- pharmacist

Because as far as I'm concerned the teacher spend (sic) too much of there (sic) time outside of the classroom than in it. So there for students who can not teach themselves. My daughter tells me how she built apartments in school out of boxes. Will you tell me what she is learning from that? -- partner, floor covering company.

I sincerely disagree with the open campus system -- how many students skip school because of the other students coaxing. If it were not open campus, they would stay there and you wouldn't have all the skipping. Our oldest boy had closed campus and we really see the difference. I really can't say I blame the student. Who would want to go to school for an hour or so? -- fuel puncher at mill

Students aren't learning life at school, just subjects. They ought to be learning life ... no one taught me imagination ... you can't teach it but that's what I use most. Schools can help allow it to grow and develop ... that's very important. -- retired one-room school teacher from Minnesota

A complete change is needed regardless of how its done. -- car salesman

Ideally, my suggestion would be to replace one or two of the present schools and give students (and parents) the option of attending the "new" or "old" type. -- secretary

I don't believe in the way the schools are going now... I dread the day when I have to send my son to South (Eugene high school). I wish I had enough money to send all of my kids to the Christian school... It might help if they had earphones to help the kids learn... like I read in the magazines... no, I don't think that's liberal. -- wife of a truck driver

I feel that children want rules and they want them applied equally -- they don't really want to have the complete responsibility that many educators feel they do. That is why so many in my opinion want to drop out and take the easy road. I also feel that childhood is important and we should not push them to be old too fast -- after all, they are young for such a few years. -- truck driver

I feel its run to serve the teachers... there's hardly any personal relationship with a child. They are all thrown into a group and expected to conform. -- office clerk

Too many teachers are demanding respect from their studenss but very rarely do they feel respect for their students as people with free thinking spirits. Teachers should be reviewed, many are more damaging than helpful... the present school system is pretty bad. -- housewife

The needs of the community are the needs for the students and they are not being met. -- unemployed

There is too much emphasis on the school plants and social graces. We have too many high school graduates who could not tell the order of the alphabet as I witness from work-experience students in my office. -- insurance claims adjuster

The main thing in schooling is to get away from your family, to realize that things are not always like they are in your family. Learn the better way of (family) life and own home. -- retired cabdriver

APPENDIX B

REASONS AND ANALYSIS OF QUESTIONS

I. Identification

This information was included to determine any significant correlations between the characteristics of whowwas surveyed and how he/she responded.

Your own age:
1. under 18
2. 18-24
3. 25-34
4. 35-49
5. 50-64
6. 65 and over

a) This question was to discover any correlation between the replies on our questionaire and the age of the respondent.

b) The age distribution in our survey can be compared with the Market Data Report published by the Eugene Chamber of Commerce.

Sex;
1. Female
2. Male

a) The sex identification question was to determine any correlation of response to the questionaire with the sex of the respondent.

Education completed:
1. Less than two years of high school
2. Two years of high school
3. High school
4. Bachelor's degree
5. Advanced college degree

There was an error in typing this question: "two years of college" was omitted.

a) This question was to determine correlation between the amount of education the respondents had and their responses to the questionaire statements.

b) We wanted to check the distribution in our survey of the education levels of the respondents.

Do you have children: 1. Yes 0-12 yrs. 13-16 yrs. older
2. No

(This question is reflective of the age of the respondents; see tables p. 197B of our data.)

a) This question was asked so we could correlate how respondents with children presently in the school district respond.

b) And to observe any differentiation between respondents with different age groups of children and also respondents without children.

Your occupation: _____

_____

For analysis we combined retired and unemployed responsents on the basis that their economic status and voting patterns are similar.

a) The breakdown of priorities and values of the 4J district by occupational groups is one of the original purposes of our study; to discover any trends in responses on our questionaire with the occupations of the respondents.

b) This question was also to show the distribution of occupations in our survey.

Below are descriptions of four types of schools. The best school consists of:

1. No classes; no requirements; completely individual self-direction.
2. Some classes; what to learn is pre-determined; how to learn is left to self-direction; basic requirements.
3. Mostly classes; what to learn is pre-determined; how to learn is pre-determined by teachers; opportunity for self-direction outside of classes; individual choice of classes beyond basic requirements.
4. All classes required; self-direction takes place outside of school.

a) This was an attempt to divide people into four different structural philosophies; to discover what people think the best school structure is and how much support there is for each structure.

b) The responses here were to show if there was any diversification in the 4J school district.

c) This is a good correlation variable to use with the questionaire statements for grouping.

II. PURPOSE

a) The purpose of the statements below was to discover and determine what the primary functions and purposes of schools should be, according to the 4J district community. Also what the priorities of the community are, how people feel regarding the school's function of involving the student as a total person (not just as a mind to be taught or a body to be disciplined).

b) The responses to these statements can be used as a guide for the 4J district as to what purposes the district school should have.

c) Responses to these statements show what the role of the schools in the community should be, according to the 4J district residents.

The statements on the questionaire attempting to discover these are:

9) A primary function of schools should be to encourage the student to come to terms with himself, to create an integrated personality.

11) A major goal of schools should be to enable students (13 through 16 years old) how to share, live in groups, and how to be responsible for themselves.

14) A primary function of school (for students 13 through 16 years old) is to teach students how to function in and change the present American society.

15) An educational system should form good manners and a respect for authority in the student (13 through 16 years old).

17) A school should create a national pride of the American way in the student (13 through 16 years old).

18) Schools' primary function should be to keep students (13 through 16) off the streets and out of the job market.

22) A major goal of school should be to pass onto students (13 through 16) American culture (the history, literature, and tradition of the U.S.).

25) A major purpose of school should be to increase the students' (13 through 16) awareness of his senses, his feelings, and of other ideas and cultures.

28) The primary purpose of school is to prepare the student (13 through 16) for a job.

III. CURRICULUM

Some of the statements in Part A of the questionaire and the entire Part B section were designed to find which subject areas are important to the 4J district population, so the school district would have some guidance in curriculum that should be offered in 4J schools, including the Opportunity Center.

The variables on Part A of the questionarie concerning curriculum were:

20) A school should teach a student how to survive in the wilderness.

21) A school should teach a student how to survive in this complex society.

24) Some type of vocational education (shorthand, business training, typing, mechanics; wood, electrical, metal working, etc.) should be required. aa

For Part B, refer to the questionaire beginning on page

IV. STRUCTURE AND ORGANIZATION

Statements intended to determine what structure(s) would best fit the needs and desires of the 4J school district community were included in our questionaire. We also tried to find out what type of organization, what kind of learning situations and evaluation system should be included within the structure(s) and to discover the proper role of the structure and the learning situations in the individual student's life.

This is the basis for the following questions:

7) Students do <u>not</u> know what is important to them.

8) Schools should encourage students to express themselves freely and be creative.

10) Rules for a school should emerge only from student-teacher-parent decision.

13) A student (13 through 16) should be required to obtain a pre-determined level of achievement.

16) Written evaluations should be used instead of grades (A,B,C,D,F) for students (13 through 16).

19) Education outside the classroom is more important to the student (13 through 16) than in the classroom.

23) School should be entertaining and fun for students (13 through 16).

26) Schools should definitely be the places where students (13 through 16) can be creative, can talk about problems.

Part C, 1-b) Why? (Why were classes in high school most meaningful to you?)

V. DISCONTENT WITH THE SCHOOLS

Statements for this category were included to determine if the schools are actually meeting the needs of the community, to see what problems adults had while they were attending school and to see if any of the respondents' children have had problems in the 4J district. And to see the similarities and differences in the way respondents view education in regards to curriculum, organization and structure, purpose of schools and alternative schools.

The following variables were used to determine respondents' discontent with the school system:

27) Year round school should be available.

29) The present school system meets the needs of the community. Please explain.

Part C-1) Which class in high school was the most meaningful to you?

Part C-2) What were the most important things that happened to you during the years you were in school?

Part C-4) Have you or your children had any problems with the public school system? If so, please describe the problems.

VI. ALTERNATIVES

Some statements were intended to see how much respondents believe in actual alternative systems and to see to what degree the respondents would support their beliefs with money.

Part C-5) Should the public school system set up schools similar to groups one and two on the front page?

Part C-6) Would you be in favor of the public schools starting such schools with the money they now have? With additional tax money? Please explain.

Part C-7) Should the public school system start such schools in place of present schools, or in addition to present schools? Please explain.

APPENDIX C

Part A:

Our random sample selection technique is a standard technique which provides us with a relatively small sampling error. It involved us in securing a map of the 4J district and numbering each block within the 4J school district boundary. We regarded a block as an area surrounded by roads or boundaries of some nature such as rivers, streams, or school district boundary lines. Five of the rural sections with large land areas that would otherwise be defined as a block were sectioned off into arbitrary divisions depending on their size. These were those land areas outside of the city which would have covered tremendous areas had they been sectioned off according to our definition of a block.[1]

We numbered 1706 blocks in all and from these we selected 100 to be surveyed. Each of the 100 blocks was selected from a random table of numbers and colored in on our map of the 4J school district. A view of the colored blocks on the map reassured us of having selected a random sample since the spread was well distributed.

Houses were selected by going to the block that was preselected and counting the number of houses on the block and assigning each house a number. Three houses were then selected in the block from a random table of numbers. Members in each of these houses were selected from one of six alternating tables which were designed to provide us with a balance of male and female respondents.

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[1] See the original map used in the survey in the map room at the University of Oregon.

All places that had no one at home were gone back to at least three different times. If people weren't home after three times, we assumed the house to be vacant or temporarily vacant and randomly selected another house on the same block. We did not select additional houses for refusals. Additional houses were selected for invalid houses however. An invalid house was one where none of the adult residents had finished his formal education. A total block was invalid if there was no house on the block. We did not sample people still in school because we were asked by Mr. Menefee at the start of our survey to concentrate on those people not in school.

Part B

Our initial sample size was 300 households of adults who had completed their formal education. We selected 300 because it provided us with a small error factor (5-7%) with a high degree of confidence (95 samples in 100 or better). Our final sample size of 181 provides us with an error of 6 to 8 per cent at a 95% confidence level. This means that in 95 samples in 100 we will not have an error greater than 6 to 8 percent in our data.[1]

Below is an interviewing success table explaining the difference between our final sample size (181) and our attempted number of samples (328).[2]

INTERVIEWING SUCCESS TABLE

NAME	total assigned	successfully completed	not home	incompl te	not complete
Michael Cain	51	22	4	2	23
David Brattain	60	34	6	12	8
Brenda Medeiors[3]	51	15	12	17	7
Becky Francis	55	40	0	6	9
David Sonnenfeld	52	41	5	2	4
Hans Jansen	59	29	8	6	16
TOTAL	328	181	35	51	67

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1. Charles H. Backstrom, Hurst, Gerald D., Survey Research, page 33.

2. The difference between our initial sample size of 300 and the sample size shown here (328) is because a portion of the invalid responses were replaced by selection of additional houses.

3. Brenda left the project during the second week of interviewing. A portion of her blocks were done by David Sonnenfeld.

Most of the refusals were retired individuals who felt they were old and didn't have enough knowledge for evaluating the school system. Another large portion of refusals were in people not mailing back questionaires to us.

Some of the older people refused by saying that they didn't want to take the time. Some of the few middle aged individuals refused on the grounds that we were invading their freedom of privacy.

Part C

In analysing our effectiveness in selecting a cross section of the population, we correlated the respondents age to the break down of the age within the population of the Eugene area. The break down of the population of age groups in the Eugene area was furnished to us by the Eugene Area Chamber of Commerce on their Market Data Report for 1969-1970. Below is a table showing a comparison of the percentages of questionaire respondents to the Eugene Area population by age groups.

AGE	QUESTIONAIRE RESPONDENTS	EUGENE AREA POPULATION
18-34	40.56%	38.9%
35-49	23.89%	26.4%
50-over	35.56%	34.4%

The technique we used in selecting the member of the household for testing was a random method, involving the rotating of six tables of different sex/age combinations. The disproportionate balance between male and female (65% female, 35% male), was created because, in many cases, male respondents were harder to catch at home than females: many women still work only in their homes. Also, in several cases, the male gave the questionaire to the female to fill out, leaving us with little we could do.

Most of those people that we had to make call-backs for were men. If we were unable to catch them at home after going back at least three different times, we generally left a questionaire to be mailed or picked up later. The failure rate for returning questionaires by mail was high, and consequently, we were left with a disproportionate balance of male and female respondents. We feel that this imbalance does not create a significant error in our results: we feel that the sample was nevertheless random. We did not make inferences on the basis of sex, however.

Part D

We followed a rather basic procedure for interviewing. Our introduction went something like:

> Hello, I'm working on an educational research project that is being sponsored by the 4J school district. We are surveying 300 randomly selected houses in the 4J district. This particular house has been chosen to help represent the opinions of adults in the 4J district who have completed their formal education. According to our sampling selection technique, I have to ask: How many people in your household have completed their formal education? According to this selection table then, I am to interview _____.

If the person we are to interview refuses to take the interview, we ask if we can return at a more convenient time. If they still say no, we accept that as a valid response. If the person we need to interview isn't home, we ask when a convenient time to find him at home would be. If we find it hard to catch that person at home, we may try to have that person mail it in to us.

Part E

We had two limitations on our data analysis. The first was the use of the chi-square test for checking data significance, the second was the low response rates on most of our open questions.

The chi-square test is a test for "non-parametric" data. This means that assumptions like that of "normality" do not have to be met, but it also means that it has less power in deducting differences than parametric tests. A second limitation of the chi-square test is that it does not take "order" into account; it just looks at frequencies.

We obtained a low response rate on most of our open questions primarily because they were at the end of the long questionaire and also because some of the questions required previous or additional time for thought, which people often didn't have.

We have not, however, used the open questions by themselves for making inferences about the district population. We did make some inferences, but only after consistency checks with the other data.

APPENDIX D

VI. SUMMARY OF BIASES AND LIMITATIONS

This report is affected by both individual and group biases: no one can come into public affairs without biases if he is at all aware of what is happening in his community. Our biases originally revolved around our beliefs that the "only thing to do" was to establish free schools. Our bias after our study is different: all of us believe there are within the school district too many groups of too many opinions for any basically monolithic school system to be meeting the needs. This bias is our basic hypothesis; and for the most part, we proved our hypothesis to be an actuality.

Other than initial biases, our survey, and hence our report, is biased by decisions made regarding the definition of the group to be sampled, by the questions asked, by the number of people who completed the survey, and by the time and finances we had available to us.

Prior to the beginning of our sampling, our group and Mr. Menefee decided not to include students in our survey population. Because of this decision we feel now that our data is conservatively biased: it does not have a proper representation of college student citizens (who also pay taxes and have children in school); it does not have representation from age groups who will actually be attending Opportunity Center and their fellow schoolmates. The public school students are the people who are most affected by different educational philosophies, organizational structures, curriculums, and availability of alternatives. Public school students are also the group most discontented with today's public schools, we believe.

The data generated and the conclusions made from any survey are quite contingent on the questions asked on the questionaire used to obtain the data.

We spent two weeks, working closely with Mr. Menefee, Mr. Stevens, and Dr. Wish, writing five drafts, and throwing away four. We wrote hundreds of questions; and we threw away hundreds that didn't quite meet our purposes. Semantics was very important in how we worded each question: each of our final questions was reworded several times before we got close to what we were looking for. And we turned out a questionaire that we felt was the best we could construct for the time period we had to work in, and still better than most other questionaires.

Yes, our questionaire was biased by the questions we asked. Yes, we could have asked more questions. Yes, we didn't use all the questions we asked.

We can't be 99.9% sure that this data is correct due to our sample size. Statistically, at the 95% confidence level, we can say that the population is within $\pm$ 6 to 8% of the sample percentages. (personally, and professionally, we feel that this will be objective only to the degree that the reader agrees or disagrees with our data, our conclusions, and our recommendations.) Given these biases and limitations we are confident that this data is statistically sound.

Our survey was limited by two other factors, time and money ($20.00 in District 4J Funds). We had two and one half months to write the questionaire, to administer the questionaire, to interview district residents, to computerize the data, to analyse the data, and to write our report. Those two and one-half months must have included about twenty or thirty 16 hour days for most of us.

But in spite of all these mentioned biases, which any survey has as many of, if not more of, we stand by our methods and our data and believe that we have valid data and that our conclusions and recommendations based on that data are also correct.

APPENDIX E
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APPENDIX F

EDUCATION RESEARCH GROUP PROPOSAL

INTRODUCTION:

The Education Research Group has been formed by six University of Oregon students, under the supervision of Dr. John Wish, and is directed toward discovering and applying relevant educational evvironments. Mr. Don Menefee has agreed to sponsor us in finding the various educational values and priorities of the Eugene community. From our data we hope to make suggestions pertinent to the development of the 4J School District's Opportunity Center. Members of the group are David Sonnenfeld, Becky Francis, Michael Cain, David Brattain, Hans Jansen and Brenda Medeiros.

GOALS AND OBJECTIVES:

We will survey, using a questionaire, people in the community who have already completed their formal education and those now at the University of Oregon who have graduated from the Eugene schools. The survey data will be supplemented with subjective input from personal observations, informal conversations and readings. The combined input will enable us to make recommendations towards formulating a good learning situation for 14 through 17 year olds in Eugene.

The variables tested by our questionaire will be used in comparing and evaluating various possible class structures, teaching methodologies, and curricular subject areas.

METHODOLOGY:

The survey will be administered by sectioning off the city and randomly selecting different blocks to be surveyed. The houses on each block, as well as the people in each house, will be randomly selected by a presently undetermined formula.

SAMPLE SIZE:

Sample size will be calculated after a pre-test provides us with an indication of the variance of the population. The total sample size, including both groups, will probably not be less than 200 nor more than 300.